

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

SCHOOL LEADERSHIP						
TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective / Implemented with Fidelity	4 Highly Effective
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	<ul style="list-style-type: none">School planSchool vision, belief statementsSchool climate surveySchool focus groupsSchool documents, meetings, and artifacts showing vision, core beliefs in action	<ul style="list-style-type: none">There may be a school mission and vision but it is not evident in the daily life at the school.The vision and underlying core beliefs do not influence and guide decision-making and student achievement.The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving.	<ul style="list-style-type: none">The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community.The mission and vision is focused on student achievement and school outcomes.The mission and vision are referenced in public forums.The principal and some teachers may be the only visible champions of the vision.There are no benchmarks or milestones to monitor progress towards the realization of the vision.	<ul style="list-style-type: none">Using multiple sources of data in its development, school mission is clearly articulated, understood and supported by all staff.The mission and vision include a focus on student academic excellence (college/career readiness) and healthy social/emotional development.The principal continuously articulates and inspires the school community to enact the vision.There is visible alignment between school practices and rituals and the vision.The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	<ul style="list-style-type: none">With data from multiple sources, the principal establishes a coherent vision, developed collaboratively with stakeholders, that guides leadership actions and decisions.The vision and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community;The principal and other staff members continuously articulate and inspire the school community to enact the vision.The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision.The school community engages in step-backs to take a data-based assessment of their progress towards the realization of the school vision.

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1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.	<ul style="list-style-type: none"> • School Improvement Plan • School vision and mission statements • School climate survey • School focus groups • Evidence of monitoring of action plan goals frequently and continuously • Administrative Walk Through Data • Formative Achievement Data 	<ul style="list-style-type: none"> • The principal develops a school improvement plan to comply with regulations and 8 turnaround principles. • Staff is unaware of the school's priorities for the year. • The school improvement plan is referred to infrequently at leadership team or planning meetings. 	<ul style="list-style-type: none"> • Past student achievement data are used to inform the development of a school improvement plan. • The school improvement plan includes goals, some milestones and benchmarks of progress. • Staff has heard about the priorities of the school but cannot articulate actionable details or school vision • The leadership team focuses on implementing some of the key priorities of the plan • Results are not systematically reviewed to assess progress and adjust strategies. 	<ul style="list-style-type: none"> • Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community. • A school improvement plan is developed and aligned to the school's needs assessment and the urgent goal of making dramatic student achievement gains within the first two years. • The school improvement plan has aligned SMART goals, milestones, strategies and assigned outcomes. • Staff is familiar with priorities for improvement and details of the school improvement plan. • Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed. Accountabilities to improve student 	<ul style="list-style-type: none"> • Diagnostic protocols and process (including review of data, school and instructional practices) are clear to all staff; staff members have opportunities to engage in analyses of data. • A school improvement plan is developed by key leaders with broad input from staff and community; SMART goals, milestones and strategies are aligned and assigned. • Staff are actively engaged and invested in the success of the school improvement plan. • Rigorous and regular reviews are in place to assess progress to goals and make adjustments to strategies as needed. • Instructional priorities guide systematic professional development, support and monitoring efforts.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	<ul style="list-style-type: none"> • Administrative Walkthrough Data – student engagement indicator • School climate survey 	<ul style="list-style-type: none"> • The school building is not well cared for and has significant areas of disrepair. [2.1] 	<ul style="list-style-type: none"> • The principal ensures that the school building is safe and clean, but limited facilities issues persist. [2.1] 	<ul style="list-style-type: none"> • Principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1] 	<ul style="list-style-type: none"> • Principal ensures students and adults feel safe, welcomed and ready to learn and teach; the facility as exemplary. [2.1]

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		<ul style="list-style-type: none"> School focus group School Discipline Plan School Faculty/Student Handbook Individual Teacher Observations/Evaluations Master & Bell Schedules 	<ul style="list-style-type: none"> There is little community support evident by minimal community involvement. The principal has not successfully put in place a clear and consistent student behavior system, either stated or in practice. [2.1] The principal assumes and accepts that teachers' response to classroom incidents varies from classroom to classroom. [2.1] The principal does not have ready access to accurate data on attendance, tardies, office referrals and suspensions. [6.1] 	<ul style="list-style-type: none"> The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data. [2.1] The principal has anecdotal evidence that teachers' response to incidents in their classrooms is inconsistent across classrooms and deals with issues as they arise. [2.1] The principal has in place procedures to monitor and support a safe and orderly environment but are they not followed consistently by staff. [2.1] The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended. [6.1] 	<ul style="list-style-type: none"> Principal has in place and monitors a system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1] The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1] The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [See 6.1] 	<ul style="list-style-type: none"> There is a clear and consistent behavior system of rewards and consequences in use, goals are consistently met or surpassed. [2.1] Students report high expectations from all teachers with similar expectations across all classrooms. [2.1] The principal publicly celebrates surveys and observable data that indicate that the school community takes pride in their school; the school is the center of community activity. [2.1] The principal engages the school community in reviewing culture and climate data and solicits feedback about what needs to happen to ensure explicit goals are met. [6.1]
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.	<ul style="list-style-type: none"> Administrative Walkthrough data School climate survey School focus groups School discipline plan School Staff/Student/Parent handbooks 	<ul style="list-style-type: none"> The principal may express a vision for high quality teaching, but does not have systems in place to foster or monitor it in every classroom. [2.3] The principal leaves it to each teacher to foster 	<ul style="list-style-type: none"> The principal expects high quality teaching in every classroom and conducts frequent formal and informal observations and administrative walk-throughs (several times a week). [2.3; 4.2] 	<ul style="list-style-type: none"> The principal is obsessed with high quality teaching and ensures every classroom is visited, at least briefly, every day to support and monitor that it is in place. [2.3] The principal sets high expectations for students by ensuring student work is intellectually challenging, is 	<ul style="list-style-type: none"> The principal and teacher are continuously engaged in inquiring about instructional improvement; the principal and instructional leaders are on a quest to see it present in every classroom all the time. [2.3]

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1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	<ul style="list-style-type: none"> • Administrative Walkthrough data • Individual Observation/Evaluation Data • District curriculum guides • Lesson plans • Formative Assessments • Data Management System • PLC agendas and minutes • Grade/Content Level Meeting agenda and 	<ul style="list-style-type: none"> • The principal enables teachers to develop independent lessons that are not systematically linked to the Standards. [4.2] • The principal's classroom observations are infrequent and unstructured. [4.2] • The district may have formative assessments in literacy and math, but 	<ul style="list-style-type: none"> • The principal articulates the expectation that all teachers will implement a coherent Standards aligned curriculum and assessment system, though does not put in place a systematic way to determine the extent to which teacher instruction is aligned with the Standards across all classrooms. [4.2] • The principal monitors implementation of district 	<ul style="list-style-type: none"> • The principal articulates the expectation that all teachers will implement a rigorous and coherent Standards aligned curriculum and assessment system with fidelity. [4.1] • All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards aligned curriculum; teachers are on pace and teaching lessons aligned to the Standards [4.2] 	<ul style="list-style-type: none"> • All staff is observed on a weekly basis by some member of the school leadership to ensure instructional alignment with the Standards across classrooms. [4.2] • Data from weekly observations indicate that teachers are teaching lessons aligned to the Standards and are on pace with the established

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		minutes	<p>using teacher-developed assessments is the norm. [4.3]</p> <ul style="list-style-type: none"> There are not systems in place to collect and analyze formative assessment data. [4.3] The principal does not ensure that all teachers have access to Standards aligned materials and resources [4.4] 	<p>provided formative assessments in ELA and math; challenges persist keeping to the district formative assessment schedule. [4.3]</p> <ul style="list-style-type: none"> The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge. [4.2] The principal ensures access to Standards aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the Standards. [4.4] 	<ul style="list-style-type: none"> The principal analyzes formative assessments in ELA and math across all grade-levels linked to the Standards aligned curriculum. [4.3] The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2] The principal ensures formative assessment data are collected across grade-levels and returned to teachers in a teacher-friendly manner for timely analysis. [4.3] The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4] 	<p>sequence. [4.2]</p> <ul style="list-style-type: none"> Systematic reviews of lesson plans indicate consistent alignment with the Standards and a level of rigor that exceeds those standards, at times. [4.2] The principal ensures that all teachers have access to appropriate 21st century resources, materials and equipment aligned to the Standards and school improvement plan. [4.4]
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.	<ul style="list-style-type: none"> Administrative Walkthrough data Common assessments Professional development plan Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] PLC agendas and minutes Data Team agenda and minutes 	<ul style="list-style-type: none"> The principal does not set expectations for how teachers use collaboration time. [4.3] There are not systems in place to collect and analyze formative assessment data. [6.3] Leader walk-throughs do not focus on instructional improvement. [6.3] 	<ul style="list-style-type: none"> The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor. [4.3; 6.3] Leader walk-throughs are scheduled and mostly adhered to ; walk-throughs focus on general best practices for teachers. [6.3] 	<ul style="list-style-type: none"> The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments, as necessary. [4.3; 6.3] The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, 	<ul style="list-style-type: none"> A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction. [4.3] Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [3.5] Leader walk-throughs are scheduled and adhered to,

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					<p>end-of-unit) [3.5]</p> <ul style="list-style-type: none"> • Leader walk-throughs are scheduled and adhered to. [6.3] 	<p>strategically targeting teachers with particular development needs, while supporting all. [6.3]</p>
1.7	<p>The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).</p>	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessment data • Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • The principal does not use data to identify school-wide instructional practices for improvement. [6.2] • Leader walk-throughs are infrequent and do focused on targeted areas for school-wide improvement. [6.3] 	<ul style="list-style-type: none"> • The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [6.2] • Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers [6.3] • Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD [6.3] 	<ul style="list-style-type: none"> • The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2] • Leader walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality. [6.3] • Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [6.3] 	<ul style="list-style-type: none"> • The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvements that become a foundation for the School Improvement Plan. [6.2] • Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs on the school-wide instructional priorities, while supporting all. [6.3] • Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [6.3]
1.8	<p>The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • School plan • Lesson Plans • SIP • PLC agenda and minutes • Grade/content Level Meetings – agenda and minutes 	<ul style="list-style-type: none"> • The principal creates the master schedule, but errors are not swiftly addressed, causing confusion regarding student assignment [7.1] • The master schedule does not adequately 	<ul style="list-style-type: none"> • The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [7.1] • The master schedule provides time for ELA and Math interventions, though the time 	<ul style="list-style-type: none"> • The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students [7.1] • The master schedule enables students who are two or more year 	<ul style="list-style-type: none"> • The principal and instructional leaders create a master schedule that prioritizes time for core content areas and may include increased time for literacy and mathematics instruction. [7.1]

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			<p>address the need for instructional interventions for students two grade levels behind. [7.2]</p> <ul style="list-style-type: none"> • There is not a calendar developed that includes staff professional development, teacher team meetings or common meeting times. [7.3] 	<p>allocated does not meet research-based guidelines.</p> <ul style="list-style-type: none"> • The master schedule is sufficiently inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2] • Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher community. [7.3] • There is a basic calendar of teacher collaboration time [7.3] 	<p>behinds in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2]</p> <ul style="list-style-type: none"> • The principal and instructional leaders ensure teachers have sufficient time planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3] • The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teacher community. [7.3] 	<ul style="list-style-type: none"> • All students who are two or more year behinds in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] • Teachers have ongoing, consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. [7.3] • The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field. [7.3]
1.9	<p>The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instructional and meet student learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School climate survey • School focus group • SIP • Formal and Informal Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • The principal has the district HR select and assign teaching staff based on vacancies [5.1] • Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. [5.5] • The principal has staff persistent staff vacancies with recruitment processes that are not well defined. [5.1] 	<ul style="list-style-type: none"> • The principal uses traditional channels and procedures to recruit new teachers. [5.1] • The principal ensures clear selection criteria and processes are in place, including interviews and demo lessons. [5.1] • The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. [5.2] 	<ul style="list-style-type: none"> • The principal and instructional leaders use established processes to identify staffing needs proactively and early. [5.1] • The principal manages recruitment efforts and casts a wide net for candidates including, but not limited to, traditional venues. [5.1] • The principal ensures that the leadership team participates in and informs staff selection and is present at demo lessons and formal interviews. [5.1] 	<ul style="list-style-type: none"> • The principal uses creative and traditional means to proactively recruit teachers with the expertise to deliver quality instruction using a research-based teacher screening processes[e.g. Habermann]. [5.1] • Through the effective use of such recruiting and screening processes, the principal ensures there are no persistent teacher vacancies. [5.1]

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			<ul style="list-style-type: none">• There is little or no evidence that teachers receive instructional feedback from the principal that impacts practice [5.2]• The principal secures professional development is not linked to teacher evaluation, learning outcomes or school-wide goals. [5.3]• The principal does not set expectations for or monitor teacher collaboration time to ensure it is focused on improving instructional priorities. [5.3]• There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [5.5]	<ul style="list-style-type: none">• The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. [5.3]• The principal has some documentation on consistently underperforming staff [5.5]	<ul style="list-style-type: none">• The principal and instructional leaders operate from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes for non first-year teachers. [5.1]• The principal has evidence that classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5]• The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2]• The principal and leadership team ensure professional development is designed and linked to teacher observations, formative assessment results and school-wide goals. [5.3]• The principal makes clear performance expectations aligned with the mission and vision for each position in the school. [5.5]• The principal implements a systematic evaluation process aligned with district expectations; staff identified as “ineffective” are put on improvement plans and appropriate support is provided. [5.5].• The principal provides extensive documentation on consistently underperforming staff and follows the protocols for removal of ineffective teachers. [5.5]	<ul style="list-style-type: none">• The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs. [8.1]• The principal and leadership team member feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction [5.2]• The principal and leadership team ensure that every possible opportunity for teacher collaboration time is focused on instructional priorities identified through an analysis of data and linked to school-wide goals. [5.3]• All classrooms are staffed with effective or highly effective teachers, or comparable designation, based on district evaluations [5.5]
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1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.	<ul style="list-style-type: none"> • School climate survey • School focus groups • School Staff/Student/Parent handbooks • List of family and community engagement activities and attendance • List of outreach programs for families with struggling students 	<ul style="list-style-type: none"> • The principal ensures progress reports and report cards are sent to parents and/or guardians, but there are not systems in place for further engagement. [8.1] • Parents only receive additional information about students when they are failing or are in behavioral trouble. [8.1] • Organizations and programs exist in the community but the principal has not formed partnerships to serve students in need. [8.2] 	<ul style="list-style-type: none"> • The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports, and report cards. [8.1]] • The principal supports and encourages structures such as PTOs, PTAs and Parent Councils [8.1] • The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2] 	<ul style="list-style-type: none"> • The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1] • The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1] • School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth [8.2] 	<ul style="list-style-type: none"> • The principal, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences). [8.1] • The principal implements, evaluates and adjusts programs and strategies that create supportive, academically-focused relationships between teachers and families [8.1] • The principal puts in place measurable systems to engage families in a variety of school activities, ranging from celebrations to school leadership councils. [8.1] • The principal and staff are student advocates, ensuring students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are clear. [8.2]
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Indicators of Principal Evaluation	Sources of Possible Evidence	Evidence Provided	Evaluation of Evidence
1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	<ul style="list-style-type: none">• School plan• School vision, belief statements• School climate survey• School focus groups• School documents, meetings, and artifacts showing vision, core beliefs in action	Please list the evidence you are attaching to meet the EFFECTIVE level of proficiency for each indicator on the left:	To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____ Yes _____ No
1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.	<ul style="list-style-type: none">• School Improvement Plan• School vision and mission statements• School climate survey• School focus groups• Evidence of monitoring of action plan goals frequently and continuously• Administrative Walk Through Data• Formative Achievement Data		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____ Yes _____ No
1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	<ul style="list-style-type: none">• Administrative Walkthrough Data – student engagement indicator• School climate survey• School focus group• School Discipline Plan• School Faculty/Student Handbook• Individual Teacher Observations/Evaluations• Master & Bell Schedules		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____ Yes _____ No

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1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them.	<ul style="list-style-type: none">• Administrative Walkthrough data• School climate survey• School focus groups• School discipline plan• School Staff/Student/Parent handbooks• Posted behavior standards• Posted academic standards/rubrics• School vision and belief statements		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____Yes _____No
1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	<ul style="list-style-type: none">• Administrative Walkthrough data• Individual Observation/Evaluation Data• District curriculum guides• Lesson plans• Formative Assessments• Data Management System• PLC agendas and minutes• Grade/Content Level Meeting agenda and minutes.		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____Yes _____No
1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.	<ul style="list-style-type: none">• Administrative Walkthrough data• Common assessments• Professional development plan• Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings]• PLC agendas and minutes• Data Team agenda and minutes		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____Yes _____No
1.7 The principal uses informal and	<ul style="list-style-type: none">• Administrative Walkthrough data• Common assessment data		To be Completed by IDOE The evidence provided meets the

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	<ul style="list-style-type: none">• Individual Observation/Evaluation data• Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings]• PLC agendas and minutes• Data Team agenda and minutes		criteria for an Effective Rating. _____ Yes _____ No
1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	<ul style="list-style-type: none">• Master schedule• School plan• Lesson Plans• SIP• PLC agenda and minutes• Grade/content Level Meetings – agenda and minutes		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____ Yes _____ No
1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instructional and meet student learning goals.	<ul style="list-style-type: none">• Master schedule• Policy for teacher placement• Staffing assignment chart• School climate survey• School focus group• SIP• Formal and Informal Individual Observation/Evaluation data• Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings]• PLC agendas and minutes• Data Team agenda and minutes		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating. _____ Yes _____ No
1.10 The principal uses data and research-based best practices to work with staff to increase academically-focused family and	<ul style="list-style-type: none">• School climate survey• School focus groups• School Staff/Student/Parent handbooks• List of family and community		To be Completed by IDOE The evidence provided meets the criteria for an Effective Rating.

Ensuring Strong Leadership Principal Evaluation and Superintendent Verification. Principals must be evaluated as effective on all indicators to successfully meet the foundational requirements of being able to lead the turnaround work. The Superintendent Verification is Due by February 28, 2014 to the Indiana Department of Education.

community engagement.	engagement activities and attendance • List of outreach programs for families with struggling students		<div>_____ Yes</div> <div>_____ No</div>
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Superintendent Verification

Ensuring Strong Leadership Evaluation

After evaluating the principal, _____, of _____ school, I have determined he/she is able to lead the turnaround effort and can effectively

Principal NameSchool Name and Number

implement all of the turnaround principles with fidelity. I am submitting the evidence I have documented above to support this determination. I have also submitted the principal’s resume and evidence of the principal’s past track record of student success data, and the ensuring strong leadership document required by the Indiana Department of Education (IDOE). I understand the IDOE will review the evaluation and the evidence submitted and notify our school district once a determination is made regarding the status of meeting the foundational requirements for ensuring strong leadership in a priority school. I understand after I receive notification of the determination I will be given 30 days to appeal the decision and if evidence is not supplied and a positive determination made, I will need to replace the principal of the priority school for the 2014-15 school year.

Superintendent’s Signature

Superintendent’s Printed Name

School District Name and Number